

Teacher's Guide for Ladybug Magazine March 2009

Teacher's Guide prepared by *Gail Skroback Hennessey*

Gail Hennessey taught social studies at Harpursville Central School in New York State for 33 years. She writes often for children's publications and is the author of six books for teachers and students. In 1988, she was named Outstanding Elementary Social Studies Classroom Teacher of the Year from the New York State Council for the Social Studies and also named Outstanding Elementary Social Studies Teacher of the Year by the National Council for the Social Studies. Check out her helpful Web site for teachers at www.gailhennessey.com

The following teacher's guide is designed to assist the classroom teacher in using the March 2009 issue of Ladybug Magazine to foster listening, reading, writing and thinking skills with your students. Additional different genres such as fiction, poetry, song, and informational articles are included to help introduce young children to the variety of reading materials.

Lessons can be used in small group, partners, individuals or whole class instruction format.

The articles in the issue are used for read-alouds, shared reading, supportive guided reading, listening activities, guided reading, vocabulary and word recognition, buddy reading, modeled writing, comprehension, interactive writing or independent writing depending on the level of your students. *Max and Kate* could be used to start a science lesson on nature and specifically trees, *Shark Kite* can be used to discuss problem solving and *Yoga in the Garden* can be used as an introduction to learning about the country of India. The sessions are a suggestion and the sequencing of the material can depend upon your individual preferences and students.

Throughout the guide, skills in vocabulary building, reading, writing, listening and cross curricular activities are included to help you utilize the magazine in your classroom.

Helpful websites with reading strategies

[http://www.greece.k12.ny.us/instruction/ela/6-](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

[12/Reading/Reading%20Strategies/reading%20strategies%20index.htm](http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/Reading%20Strategies/reading%20strategies%20index.htm)

<http://www.readingquest.org/strat/>

<http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm#Other%20Activities%20for%20the%20Readin>

<http://www.manning.k12.ia.us/HighSchool/teachers/ludwig/Reading%20Strategies.html>

<http://www.readingrockets.org/teaching/reading101>

<http://www.ed.gov/pubs/RoadtoRead/part3c.html>

Helpful reminders:

Pre-Reading: Pre-reading prepares students for learning by activating their prior knowledge about the topic featured in the text.

During-Reading During: Reading strategies teach comprehension by making connections, generating questions, and determining importance by guiding the reader to use proficient reader strategies.

After-reading: After activities connect the old and new knowledge and help students frame it in some way to their lives.

from: http://www.bayvieweduc.ednet.ns.ca/Smoran/Reader'sworkshop/before_during_after_reading.htm

The Overall Plan

Time: Approximately 20-30 minutes each session with post activities completed

Objectives:

Following instruction and teacher modeling, students will demonstrate through oral responses and artistic productions that they've:

1. analyzed word similarities and differences as reflected in their ability to find and frame words.
- 2.. appropriately participated in chorally reading activities.
3. read with accuracy and increased fluency during partner reading and independent reading activities.
4. increased their listening and speaking vocabulary as well as discourse skills.
5. shown evidence of listening and reading comprehension. This is demonstrated in their contributions to class discussions.
6. demonstrated accurate story imaging or visualization skills.
7. demonstrated an ability to sequence events in a story using the scene sketches that were produced.
8. identified rhyming words in a poem.
9. read with appropriate expression and movement as they acted out a part.
10. created illustrations that creatively portray the topic or text.
11. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.

Bloom's Taxonomy: Knowledge, Comprehension, Application, Analysis, and Synthesis

Materials:

copies of the March issue of Ladybug
world map
drawing paper
websites of interest

Session 1:

1. Ask the students to close their eyes and visualize what they see when they think of spring. What kinds of things do they see? Hear? Feel? Encourage the students to share their thoughts.
2. Assign the students a partner and pass out copies of Ladybug Magazine and encourage the students to give descriptive comments on what they see on the cover. Make text-to-self connections asking the students if they have flown a kite.
3. Next do a *picture walk* through of the issue. Discuss the pictures in the issue and allow time for the students to share personal comments, reactions, and predictions related to what they see as you introduce the issue.
4. Explain that the first story they will be reading is about a very windy day that blows down a tree at Katie's house.
6. Have students open to the story, *Max and Kate* by Mick Manning, pages 3-7.
Review the illustrations on page 4 and ask the students to list things they see. Encourage the students to *grow* sentences. For example, if someone says that a man is by the truck. Next, A man by a truck is holding a chain saw. Etc
7. After reading the story, give partners of student a piece of paper and tell them to divide the paper in half. Place the word **NOUN** on one side and **VERB** on the other. Discuss words that are people, places and things are nouns and that words that show actions are verbs.
8. Have the students refer back to the story and find as many NOUNS and VERBS as they can and to place them in the proper column.

9. After about 10 minutes, have the class regroup and have the students share their words. Have different students try and act out the different verbs and have other students try and guess the action word.
 10. Use this reading to discuss with the students the importance of trees. Ask the students if they can think of how trees are important to us. Possible answers: provide shade, provide oxygen, are beautiful to look at especially in the fall, home to animals, provide food, hold soil from blowing away, etc. This link provides information on trees and their value to the community: <http://www.arboday.org/trees/benefits.cfm> You could also provide a worksheet on parts of a tree: branches, leaves, bark, trunk, and roots for the children to label.
 11. Pass out crayons and drawing paper. Draw/color a picture of a tree. Write three important uses that make trees our friends.
 12. Read the story, *The Giving Tree* by Shel Silverstein about a boy and a tree in a forest and how the tree provided the boy with many things throughout his life.
- Additional links: http://www.heartlight.org/articles/200810/20081024_learningfromtrees.html "All I Need To Know About Life I Learned From Trees."

Session 2:

1. Have students list all the great things about a windy day. Have the students list all the negative things about a windy day.
2. With a partner, distribute the issue of *Ladybug* and have the students open the magazine to *What Is It?* by Estelle Feldman on pages 8-9. Read the poem aloud so students can hear the word pattern. Then repeat the poem encouraging students to read aloud with you.
3. Have students review the illustrations and describe the different things they see. Encourage the students to be as descriptive as possible.
4. Discuss the S sound and have students locate as many of the S sound words in the reading. Write the responses onto the chalkboard or chart paper. Repeat with finding words with the U sound.
5. Discuss the history of the kite with children. Use a world map and show the country of China which is thought to be the country where the kite originated. Ask the students if they have any prior knowledge about the country of China. Tell the students that the earliest use of kites were for communication and not as a recreational activity. The first kite dates back to about 200BC. This site has lots of information on kites and their history: <http://www.nationalkitemonth.org/history/kitehistory.shtml>
6. Pretend you are a kite. Draw a picture of what you would look like and then write a couple of sentences of what you see, feel and hear as you soar into the sky bounced around by the wind.
7. Go to this link for lots of ideas and information to share with your students on the country of China. <http://www.gailhennessy.com/index.shtml?china.html>

Session 3:

1. Have the students open the issue to *Mrs. Cat's Hat* by Valeri Gorbachev on pages 10-13, and have the students do a picture walk through the story.
2. Encourage students to volunteer to read a sentence, stopping to discuss the story after each page. Ask the students what are human behaviors which the animals are able to do in the story. Possible answers: wearing clothes, talking, etc.
3. After reading the story, discuss syllables and how breaking a word up into parts helps to decode the pronunciation of a word and helps to learn how to spell the word. Use techniques shared in prior issues as to how to count syllables (ie: hand under your chin and each time your chin drops is a syllable). Have students find all the words they can locate that have TWO syllables. List these words on the chalk board

or chart paper. Next, have students find words that have THREE syllables and list these words on the chalk board or chart paper.

4. After reading the story, with a partner, retell the story.

Session 4:

1. Have the students turn to *Mousey House, by Maggie Moran*, on pages 14-15.
2. Have the students make text-to-self connections. Have they helped cook? What did they make? Did they make a mess? Did they have to help clean up? etc.
3. Read the story in unison. Afterwards, have the students find rhyming patterns. Encourage the students to think of additional words which might fit the rhyming patterns and make a word list.
4. Review the illustration and encourage the students to give descriptive sentences of things they see in the illustration.
5. Review the reading for **nouns** and **verbs**.

Session 5:

1. Pass out a piece of drawing paper and tell the students that you are going to read a song. As you read the words, they are to draw a picture of as many nouns they hear. For example: sunshine. Afterwards, have students share their drawings and the nouns they heard.
2. Have the students open to *Song for the World* on pages 16-17. Sing the song to the class and then encourage the students to sing along.
3. Break into small groups to do the following activity:

TREE OCEAN SUNSHINE OCEAN MOUNTAIN RAIN

- 1.
- 2.
- 3.

Encourage the students to think of different activities that can be done in the ocean, with a tree, the sunshine, ocean, mountain and rain.

Regroup as a class and have the students share their activities.

Session 6:

1. On a world map, show where the country of India can be found. Explain that the activity called yoga began thousands of years ago in this part of the world. Ask the students if they have any prior knowl-

edge about the country of India. 2. Have the students attempt to do the yoga moves found in *Yoga in the Garden* on pages 18-19.

3. Go to this link: <http://www.gailhennessey.com/index.shtml?traveltoindia.html> to learn some interesting things about the country of India to share with your students.

Session 7: (NOTE: Pages missing so I don't know the story title information,etc.)

1. Have the students open to the story on page 22-25. Have students take turns reading the story stopping after each page to review for comprehension and make predictions and give opinions.

2. This story can be used to discuss the spider and their webmaking. This site has information on spiders:

<http://www.enchantedlearning.com/subjects/arachnids/spider/Spiderprintout.shtml> Depending on the age of your students, you might wish to do the rebus on the song, The Itsy Bitsy Spider.

<http://www.enchantedlearning.com/rhymes/Spider.shtml> 3. Have pairs of students think of three comprehension questions from the story and have them exchange their questions with another pair of students to answer. 4. Have the students review pages 24-25 for action verbs and make a list of as many as they can spot.

5. Have the students review the words on pages 24-25 and list those words which have two and three syllables.

Session 8:

1. Have partners of students open the issue of Ladybug to *The Shark Kite* by Jane McAdams, on pages 26- 31. Have the students do a *picture walk through* of the story, inviting their comments and predictions based on the illustrations.

2. Remind the students that punctuation at the end of a sentence helps the words come across with more feeling. Also point out that quotation marks are used to let the reader know that someone is speaking. Give an example. "Encourage students to volunteer to read the statement with lots of feeling. Next, read the story aloud, stopping to discuss content.

3. Have students discuss possible vocabulary words which might need highlighting. Possible words include: *untangled*, *biplane*, *complicated*, and *squinted*, . Encourage students to think of creative sentences using the vocabulary words.

4. Have partners do the following:

Steps to problem solving:

A. What is Stella's problem?

B. Who was involved?

C. Where did the problem occur?

D. When did the problem occur?

E. What steps were taken to solve the problem?

I. Who helped solve the problem?

Regroup as a class and review the problem solving activity.

5. Discuss suffix endings. Have groups of students go on a *suffix safari* on pages 26- 31 and list as many words which have suffix endings as they can find. The team with the most wins the safari hunt!

6. Have the students make their own paper plate kite.

Session 9:

1. Have students read *Mop and Family* by Alex de Wolf on pages 32-34 individually.

2. Have the students partner with another student and retell the story to one another.

3. Regroup as a class and review the fairy tale, *Jack and the Beanstalk*.

4. Bring in seeds and have each student grow a bean. Have students chart how often they water their seed and chart its' growth.

Session 10 :

With a partner, have the students read *Sands in the Sea* on page 34 and *The Secret Seed* on pages 20-21. Make a list of all the things you might find on a beach. Write three sentences describing one of characters in the illustration on page 34.

Overall Assessment:

The teacher will assess children's:

1.) ability to work together with a partner or in groups. Observations will be recorded as anecdotal notes.

2.) illustrations. These will be evaluated for the accuracy of details represented.

3.) transfer of new words to their speaking vocabulary.

4.) ability to clearly express ideas during discussions.

5.) attentiveness, ability to follow directions, listening comprehension, and reading comprehension. Observations will be recorded as anecdotal notes.

6.) ability to verbally identify rhyming words and other literary techniques in poetry.

7.) ability to read with accuracy and increasing fluency as demonstrated during independent reading and choral reading.

8.) visualization skills for accuracy and creativity. This is reflected in the sketches they draw for events in a story.

9.) sequencing of sketches to accurately represent the order of events in a story.

10. reading performance for appropriate expression and movement as they acted out a part.

11. ability to manipulate words effectively in a word sort activity and explain their reasoning. Completed sort charts will be assessed for accuracy, reasoning for placement, and creativity.

12. demonstrated the ability to evaluate a piece of writing. This is expressed in their comments and reactions about selections.